Class of 2022/2023 'Accredited' Curriculum Map

Subject Physical Education (GCSE Physical Education & NCFE Health and Fitness)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

Post 16 Study

Both NCFE & GCSE have links to the local further education institutes, such as sixth forms at King John School and Appleton and local colleges, offering A level GSCE, BTEC Level 3 extended diplomas in Sport Exercise Science & Sports Coaching. These courses both provide UCAS points for students to progress to Higher Education. Both courses also contain content that can progress into a variety of job roles linking to physical activity: Personal Trainer, Sports Coach, Referee/Umpire, Physical Therapist and Professional sports performance. Outside of physical activity there are many jobs that can draw relation to the content taught in NCFE & GCSE such as; Cabin Crew, Firefighter, Bricklayer, Police and the armed forces.

Year 11 GCSE

NEA Coursework - Performance Analysis Assessment Analysis of Strengths & Weaknesses within a sport and an evaluative programme to improve

Can you identify your strengths and weaknesses within your chosen sport, using the AQA specification as a guideline? Can you create an evaluation on your fitness weaknesses (e.g. strength) and suggest a suitable type of training to improve this? Are you able to evaluate your technical weakness (e.g. shooting) and provide a psychological method of

This is an external assessment accounting for 10% of the overall mark. Students will be marked out of 25. **15 marks** are awarded for the identification and analysis of their fitness & technical strengths and weaknesses. **10 marks** are awarded for the suggestion and creation of an effective programme to combat their weaknesses.

Paper 1 & Paper 2 Revision

Do you feel confident with each topic (Unit 1-6)? Do you have knowledge gaps that require assistance & revision? Are you successful in the regular READ quizzes?

Using both teacher feedback on knowledge gaps & content checklists, students will be formatively assessed using quizzing and extended questions.

Year 11 Mock Assessments Paper 1 & Paper 2

Can you answer fully every question, utilising your knowledge to fully meet the Question requirements? AO1 AO2 & AO3

Students to sit full AQA papers (1 & 2). Both papers are marked out of /78. Students will be given a full predicted grade, encompassing predicted NEA.

Paper 1 Revision & *Practical Assessment Preparation*

Are you able to fully demonstrate both your abilities within the practical, in both the skill and game aspects? When recapping all paper 1 content are you able to progress your knowledge in order to meet AO3 questions (analysis, discussion and justification)? Are you confident in **Anatomy & Physiology**, **Movement Analysis** and **Physical Training**?

All practical grades will be submitted ready for the performer sample from Cornelius Vermuyden. If chosen students will need to demonstrate their abilities (Skill & Game) on an external invigilation day. Students will be regularly assessed within class against the AO1, AO2 and AO3 criteria. This will take occur through low stake quizzing, extended questions and smaller unit tests.

Year 11 Mock Assessments Paper 1 & Paper 2

Can you answer fully every question, utilising your knowledge to fully meet the Question requirements? AO1 AO2 & AO3

Students to sit another full Paper 1 & 2, marked using the AQA mark scheme. Including AO1, AO2, & AO3.

Paper 2 Revision

When recapping all paper 2 content are you able to progress your knowledge in order to meet AO3 questions (analysis, discussion and justification)? Are you confident in **Health & Fitness**, **Socio-Cultural Influences** and **Sport Psychology?**

Students will be regularly assessed within class against the AO1, AO2 and AO3 criteria. This will take occur through low stake quizzing, extended questions and smaller unit tests.

All year 11 students will be completing their assessments in this period, students should be utilising a variety of revision techniques to embed knowledge, ready for the assessment.

Year 10 GCSE

N/A

Year 11 H + F

Recap of entire Unit 1 (External Examination Content) - [40%]

Are you able to describe, explain and discuss all aspects of learning outcome 1; Muscular, Skeletal, Cardio-Vascular and Respiratory systems?

Are you able to describe, explain and discuss all aspects of learning outcome 2: Short & Long term effects of exercise?

Are you able to describe, explain and discuss all aspects of learning outcome 3: Health & Fitness, Fitness Components and their tests?

Are you able to describe, explain and discuss all aspects of learning outcome 4: Principles of training (SPORT/FITT)?

Students are graded externally in an examination that is worth 40% of the entire grade. The grading criteria is split into AO1 Knowledge Recall (18%), AO2 Application of knowledge (12%) & AO3 Analysis & Evaluation (10%).

AO1 - "The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding".

AO2 - "The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions".

AO3 - "The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions".

Exam Paper Attempt 2

Can you utilise your knowledge in the test?

2nd attempt at Paper 1. (40%)

Completion of the Synoptic Project (Coursework) - [60%] *The synoptic brief is changed each year, with an emphasis on 2 random components of fitness.*

Task 1 - Can you explain the 2 chosen fitness components? Can you apply the chosen principles of training? Can you identify and discuss an appropriate training type?

Task 2 - Can you create and administer a lifestyle questionnaire and Par Q? Are you able to analyse the data given to suggest ways of improving?

Task 3 - Can you explain 2 methods of testing the chosen fitness components? Can you carry out the tests and record the results, comparing against normative data?

Task 4 - Can you create a 4 week training programme? Are you able to adapt/change the programme following a client review? Can you re-test your client and analyse the data?

Task 5 - Are you able to evaluate your performance and progress over the Synoptic Project?

The synoptic project is split in 5 tasks which are weighted differently. (AO1 / Task 1 - Explanation of fitness components - 10%) (AO2 / Task 2 - Creation/Analysis of ParQ + Lifestyle Questionnaire - 15%) (AO3 / Task 3 - Completion/Analysis of Fitness Tests 20%) (AO4 / Task 4 - Creation/Analysis/Adaptation of a Fitness Programme 45%) (AO5 / Task 5 - Self Evaluation 10%). All aspects of the synoptic project are internally marked before being submitted to NCFE.

Synoptic Project Submission

Have you fully demonstrated your knowledge within your coursework?

Submission of Synoptic Project to NCFE (60%)

Revision Period for Unit 1 Retest - *Students that have not completed their 2nd attempt of the test will continuing their revision. Students that have completed both assessments and their synoptic project will be directed to individual revision for specific subjects.*

Can you discuss the body systems; skeletal, muscular, cardio-vascular and respiratory?

Can you discuss the effects of exercise?

Can you discuss the components of fitness?

Can you discuss the principles of training?

Students are graded externally in an examination that is worth 40% of the entire grade. The grading criteria is split into AO1 Knowledge Recall (18%), AO2 Application of knowledge (12%) & AO3 Analysis & Evaluation (10%).

Exam Paper Attempt 2* (Specific Students)

Can you utilise your knowledge in the test?

*2nd attempt for those pupils who have missed an earlier attempt.

All year 11 students will be completing their assessments in this period, students should be utilising a variety of revision techniques to embed knowledge, ready for the assessments in other subjects, as NCFE Health and Fitness will be completed.

Year 10 H + F

Pre-secondary

Students in Key Stage 1 & 2 are taught Physical Education in a practical manner, although students will be able to draw links to its curriculum, such as; physical development, health, nutrition and the benefits of exercise.

National Curriculum and Assessment Objectives: Within the KS4 national curriculum schools are asked to **"develop knowledge on a healthy, active lifestyle"** which is fully encompassed within both the NCFE & GCSE courses. Schools are also asked to **"develop strategies, tactics, technique and performance"** which are met within GCSE PE. Schools are asked to **"evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best"** which is covered within the coursework aspect of both GCSE PE & NCFE Health and Fitness. Students within GCSE PE are also encouraged to participate in regular competitive sport to improve their practical grade, meeting the national curriculum of **"continue to take part regularly in competitive sports and activities outside school through community links or sports clubs"**

Curriculum Principles

Balanced – The GCSE & NCFE curriculum aim to provide a balanced curriculum encompassing all of the desired content, in a manner that allows students to ascertain knowledge ready for their examinations.

Rigorous – Each SOW for GCSE & NCFE is planned to scaffold learning, embed teaching through regular assessment and build a foundation of knowledge ready for their assessments.

Coherent – Both NCFE & GCSE have content that is cross-curricular such as; Science, ICT, Maths & English.

Progression Model – Each SOW is sequenced to build knowledge, filling knowledge gaps with regular low-stake testing. This progression of content allows students to build a strong foundation in order to link units and progress knowledge.

Appropriate – Throughout both units learning is scaffolded to ensure that LAP pupils can build on previous knowledge, with the use of HW tasks. Further progression of content is given to the HAP that require challenge.

Focussed – Both SOW's are designed to meet key AO1,AO2 & AO3 points, then build upon this knowledge.

Relevant – Both SOW's have LO's embedded throughout, drawing focus and relevance to the content in order for students to understand the content they are being taught and link this to both other topics with the NCFE/GCSE and across the curriculum.